

1 **R277. Education, Administration.**

2 **R277-330. Utah Effective Educator Standards.**

3 **R277-330-1. Authority and Purpose.**

4 \_\_\_\_\_ (1) This rule is authorized by:

5 \_\_\_\_\_ (a) Utah Constitution [Article X, Section 3](#), which vests general control and  
6 supervision over public education in the Board;

7 \_\_\_\_\_ (b) Subsection [53E-3-401\(4\)](#), which allows the Board to make rules to execute  
8 the Board's duties and responsibilities under the Utah Constitution and state law; and

9 \_\_\_\_\_ (c) Subsection [53E-3-501\(1\)\(a\)](#), which requires the Board to establish rules and  
10 minimum standards for the qualification and certification educators and for required  
11 school administrative and supervisory services.

12 \_\_\_\_\_ (2) The purpose of this rules is to establish statewide effective educational  
13 standards for:

14 \_\_\_\_\_ (a) teachers;

15 \_\_\_\_\_ (b) administrators;

16 \_\_\_\_\_ (c) school counselors;

17 \_\_\_\_\_ (d) school psychologists;

18 \_\_\_\_\_ (e) speech language pathologists;

19 \_\_\_\_\_ (f) speech language technicians

20 \_\_\_\_\_ (g) audiologists; and

21 \_\_\_\_\_ (h) school social workers.

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23 **R277-330-2. Definitions.**

24 \_\_\_\_\_ (1) "Administrator" has the same meaning as defined in Subsection [53G-11-](#)  
25 [501\(1\)](#).

26 \_\_\_\_\_ (2) "Educator" has the same meaning as defined in Subsection [53G-11-501\(6\)](#).

27 \_\_\_\_\_ (3) "Utah Effective Educator Standards means:

28 \_\_\_\_\_ (a) the Effective Teaching Standards described in Section R277-330-6;

29 \_\_\_\_\_ (b) the Educational Leadership Standards described in Section R277-330-7;

30 \_\_\_\_\_ (c) the Speech-Language Technician standards described in Subsection [R277-](#)  
31 [306-5\(1\)\(c\)](#);

32 \_\_\_\_\_ (d) the 2019 American School Counselors Association Professional Standards  
33 and Competencies;

34 \_\_\_\_\_ (e) the 2020 National Association of School Psychologists Professional  
35 Standards;

36 \_\_\_\_\_ (f) the 2020 American Speech-Language-Hearing Association Standards and  
37 Implementation Procedures for the Certificate of Clinical Competence in Speech-  
38 Language Pathology;

39 \_\_\_\_\_ (g) the 2020 American Speech-Language-Hearing Association Standards and  
40 Implementation Procedures for the Certificate of Clinical Competence in Audiology; and

41 \_\_\_\_\_ (h) the 2012 National Association of Social Workers Standards for School Social  
42 Work Services.

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44 **R277-330-3. Incorporation by Reference.**

45 \_\_\_\_\_ (1) This rule incorporate by reference:

46 \_\_\_\_\_ (a) the 2019 American School Counselor Association Professional Standards  
47 and Competencies;

48 \_\_\_\_\_ (b) the 2020 National Association of School Psychologists Professional  
49 Standards;

50 \_\_\_\_\_ (c) the 2020 American Speech-Language-Hearing Association Standards and  
51 Implementation Procedures for the Certificate of Clinical Competence in Speech-  
52 Language Pathology;

53 \_\_\_\_\_ (d) the 2020 American Speech-Language-Hearing Association Standards and  
54 Implementation Procedures for the Certificate of Clinical Competence in Audiology; and

55 \_\_\_\_\_ (e) the 2012 National Association of Social Workers Standards for School Work  
56 Work Services.

57 (2) A copy of these resources can be located at the offices of the Utah State  
58 Board of Education,  
59 <https://schools.utah.gov/administrativerules/documentsincorporated>, and:  
60 (a) for Subsection (1)(a), [https://www.schoolcounselor.org/getmedia/a8d59c2c-](https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf)  
61 [51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf](https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf);  
62 (b) for Subsection (1)(b), [https://www.nasponline.org/standards-and-](https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted)  
63 [certification/nasp-2020-professional-standards-adopted](https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted);  
64 (c) for Subsection (1)(c), [https://www.asha.org/certification/2020-slp-certification-](https://www.asha.org/certification/2020-slp-certification-standards/)  
65 [standards/](https://www.asha.org/certification/2020-slp-certification-standards/);  
66 (d) for Subsection (1)(d), [https://www.asha.org/certification/2020-audiology-](https://www.asha.org/certification/2020-audiology-certification-standards/)  
67 [certification-standards/](https://www.asha.org/certification/2020-audiology-certification-standards/); and  
68 (e) for Subsection (1)(e),  
69 <https://www.socialworkers.org/LinkClick.aspx?fileticket=1Ze4-9-Os7E%3D&portalid=0>.  
70

71 **R277-330-4. Establishment of Standards.**

72 (1) The Board hereby establishes the Utah Effective Educator Standards as the  
73 foundation of educator development, which includes:  
74 (a) alignment of teacher and school administrator programs;  
75 (b) expectations for licensure; and  
76 (c) screening, hiring, induction, and mentoring of beginning educators in all  
77 license areas.  
78 (2) The Utah Effective Educator Standards:  
79 (a) ensure implementation of Utah's core standards;  
80 (b) serve as the basis for evaluation.  
81 (3) The Superintendent shall:  
82 (a) base the model educator assessment system described in Subsection R277-  
83 323-8(1) on the Utah Effective Educator Standards; and  
84 (b) provide resources, including professional learning opportunities, which assist  
85 LEAs in integrating the Utah Effective Educator Standards into educator practices.

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87 **R277-330-5. LEA Responsibilities.**

88 (1) An LEA shall develop policies to support teachers, school administrators, and  
89 other licensees in implementation of the Utah Effective Educator Standards.

90 (2) An LEA shall develop and support professional learning experiences ~~and~~ in  
91 connection with an educator's professional learning plan for relicensure using the  
92 Effective Educator Standards to assess educator progress toward implementation of the  
93 standards.

94 (3) An LEA shall adopt educator assessment systems aligned with the Utah  
95 Effective Educator Standards and consistent with Rule R277-323.

96 (4) An LEA shall use the Utah Effective Educator Standards as a basis for the  
97 development of a collaborative professional culture to facilitate student learning.

98 (5) An LEA shall implement induction and mentoring activities for beginning  
99 educators that support implementation of the Utah Effective Educator Standards.

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101 **R277-330-6. Effective Teaching Standards.**

102 (1) The Effective Teaching Standards described in this Section 6:

103 (a) describe the knowledge, skills, and dispositions that are the hallmark of  
104 effective instruction; and

105 (b) highlight practices associated with effective teaching.

106 (2) A Utah educator shall demonstrate a commitment to ongoing growth and  
107 development of instructional competency within the following areas:

108 (a) Learners and Learning – demonstrating attention to the impact of unique  
109 learner characteristics on development and growth;

110 (b) Instructional Design Clarity:

111 (i) previewing classroom content; and

112 (ii) demonstrating clarity in organizing and sequencing instruction; and

113 (iii) effective planning for learning and student engagement;

114 (c) Instructional Practice:

- 115 (i) engaging in high quality instructional practices that are data informed;  
116 (ii) exhibiting a collaborative approach to teaching and learning; and  
117 (iii) meeting the learning needs of each student;  
118 (d) Classroom Climate – creating academic, physical, social, and emotional  
119 conditions ~~[to support student-centered environments]~~ with emphasis on academic  
120 performance; and  
121 (e) Professional Responsibility – demonstrating an awareness of and adherence  
122 to professional and ethical standards within their school and with families and  
123 communities, as required in Rule [R277-217](#), Educator Standards and LEA Reporting.  
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125 **R277-330-7. Educational Leadership Standards.**

- 126 (1) The Educational Leadership Standards described in this Section 7 describe  
127 expectations for school administrators, including:  
128 (a) meeting the Effective Teaching standards;  
129 (b) having the knowledge and skills to guide and supervise the work of  
130 educators;  
131 (c) leading the school learning community; and  
132 (d) managing the school’s learning environment in order to provide effective, high  
133 quality instruction to all Utah students.  
134 (2) In addition to meeting the Effective Teaching standards, a school administrator  
135 shall demonstrate the traits, skills, and work functions designated in the following areas:  
136 (a) Visionary Leadership – promoting the success of every student by facilitating  
137 the development, articulation, implementation, and stewardship of a vision of learning  
138 that is largely shared and supported by stakeholders;  
139 (b) Teaching and Learning - promoting the success of every student by  
140 advocating, nurturing, and sustaining a school focused on teaching and learning  
141 conducive to student, faculty, and staff growth;

142 (c) Management for Learning – promoting the success of every student by  
143 ensuring management of the organization, operation, and resources for a safe, efficient,  
144 and effective learning environment;

145 (d) Community Collaboration:

146 (i) promoting the success of every student by collaborating with faculty, staff,  
147 parents, and community members;

148 (ii) responding to diverse community interests; and

149 (iii) mobilizing community resources;

150 (e) Ethical Leadership – promoting the success of every student by acting with,  
151 and ensuring a system of, integrity, fairness, equity, and ethical behavior; and

152 (f) Systems Leadership – promoting the success of every student by  
153 understanding, responding to, and influencing the interrelated systems of political,  
154 social, economic, legal, and policy contexts affecting education.

155

156 **KEY: Effective, Standards**

157 **Date of Enactment or Last Substantive Amendment:**

158 **Authorizing, and Implemented, or Interpreted Law: [Article X, Section 3; 53E-3-](#)**

159 **[401\(4\); 53E-3-501\(1\)\(a\)](#)**